

Program of Studies 2008-2009



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GREETINGS,

The Program of Studies represents an overview of courses offered at The Virginia School for the Deaf and the Blind (VSDB-S). Both departments describe courses specific to their department to meet the needs of the students they serve. As you can see, most of the courses allow students to receive training in their disability areas as well as providing concentrated instruction on the core academic areas. Students may take electives in their areas of interest and they have the opportunity to enroll in vocational classes offered at Valley Vocational Technical School. Students interested in courses not offered at VSDB-S may be eligible to take classes at local high schools.

Students at VSDB-S take Standards of Learning tests and pursue various diploma options. VSDB-S follows all federal and state guidelines that pertain to students with disabilities. The VSDB-S staff is highly qualified and offers a nurturing environment for students.

Education is a partnership among parents, students, schools, businesses and the community. We appreciate the opportunity to educate your child.

Further information related to the Virginia Standards of Learning and educational expectations as established by the Virginia Department of Education may be found at www.pen.k12.va.us

If you have any questions about the program of study call (540) 332-9000.

Warmest regards,

Nancy Armstrong, Ed.D.
Superintendent

ATTENDANCE

Regular attendance is critical to the academic achievement and success of the student. In the event of absence, documentation should be supplied to the school explaining the reason for the absence for each day the student is absent from the classroom. Written documentation will be kept in the student's file. The school will contact the student's local school division if the student is absent from class for an excessive number of school days.

HOMEWORK ASSIGNMENTS

The assignment of homework is necessary as a part of the total learning process. Once a teacher has assigned homework, he/she should make certain that it is completed. If there is no consequence or insistence on completion of homework, the students will become accustomed to viewing its completion as unnecessary.

An average of 15-20 minutes out of class preparation (homework) is expected for **each academic subject per day**. Time required for homework will vary depending on the ability of the student and the level of the course. Preparation for quizzes, tests, examinations, projects, term papers, book reports and required reading shall be part of homework assignments. In non-academic courses the homework will depend upon assigned activities, projects, practices, etc.

MAKEUP WORK

The day a student returns to school from being absent, he/she should report to each of his/her teachers for makeup work. The number of regular school days allowed for the completion of makeup work will equal the number of days absent plus one day, up to a maximum of 10 days. It is important that a student see his/her teachers for makeup work as quickly as possible. Assignments given prior to the student's absence and due during the absence or on the return date are due upon returning to class. Any exception to these policies will need the approval of the principal.

TUTORING

Scheduled tutoring sessions will be offered during weeks before Virginia Standards of Learning testing. Students may arrange for single tutoring sessions between 7:45-8:00 and 3:30-3:45 with a specific teacher. Parents may request tutoring to remediate a student's specific weakness. Goals and objectives will be designed for this remediation and a progress report will be generated. A certified instructor is available during homework hours to assist with tutoring as well.

PROGRESS REPORTS

Progress reports will be issued to each student at the midpoint of the nine-week grading period and shall include a letter grade representing the student's performance. The intent of the progress report is to help parents understand the level of achievement of their student at the midpoint of the grading period. Student progress is also reported through other parent contacts which may include but are not limited to emails, IEP meetings, phone calls and notes.

Progress reports shall include:

- A. A letter grade representing current performance.
- B. A written statement or checklist completed by teachers
- C. Copy of IEP goals and objectives progress report.
- D. Update(s) from related service providers.

GRADING SYSTEM

In the kindergarten and special classes, the student's work is graded according to the teacher's estimate of his/her potential and ability, and not by comparison to his/her classmates. The following grading marks are used:

VG = Very Good
G = Good
S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory
WR = Written Report

Other classes (Grades 1-12) use a standard grading system as follows:

LETTER GRADES	NUMERICAL	QUALITY POINTS
A	100-93	4.00
B	92-85	3.00
C	84-77	2.00
D	76-69	1.00
F	68 and below	0.00

NOTE:

- 1) If a student receives five (5) Detention Halls and/or one (1) ISS, his/her conduct grade will be automatically NI. Any student with NI in conduct is precluded from making the Honor Roll for the Quarter.
- 2) If a student receives a failing grade (F or U) on his/her Quarterly report, the student will be ineligible to participate in varsity sports the following grading period.

GRADE POINT AVERAGE

Grade Point Average (GPA) is based on grades earned in courses for which high school credit is awarded, in grades nine through 12 only. Courses taken in eighth grade for high school credit will count toward meeting graduation requirements and will count toward computing GPA.

Students entering the ninth grade who have taken high school credit courses at the middle school level will be allowed to count those credits toward meeting the requirements of the high school diploma. The credits earned will count toward the total required for high school graduation. Summer enrichment courses will not count toward meeting state requirements for graduation.

CLASS RANK

Due to the unique composition of the VSDB student body class rank is not calculated.

PROMOTION TO GRADE LEVELS

A student's class standing in grade 9, 10, 11, and 12 is determined by the number of credits he/she has earned. Grade classifications for students are as follows:

Grade 10: 5 credits
Grade 11: 10 credits
Grade 12: minimum of 15 credits

INTERIM REPORTS OF FAILING GRADES

The student and parents shall also be notified of an opportunity to convene the student's IEP team in the event of a failing average after the completion of four weeks of work in a class. Notification will be sent to the parent on the mid-quarter progress report. Teachers shall also notify the principal of any student who is failing or is not achieving satisfactorily in a particular subject.

REPORT CARDS

Report cards will be issued each nine weeks to every student. Report cards will be mailed to the home address of the parent, guardian or adult student.

INCOMPLETE WORK

- Incomplete work must be made up ten (10) school days after the last day of the nine weeks in which the Incomplete was earned.
- Any work not completed within this time frame will automatically become a 0% and will be averaged with the rest of the student's scores for that particular nine weeks.

ATHLETIC ELIGIBILITY

According to the Virginia High School League scholarship rule, students must pass a minimum of three of four subjects in the semester prior to the semester in which the student wishes to participate in athletics. Any subject that a student has previously passed for credit may not be considered for repeat credit under this scholarship rule. Students who participate in school athletics should carefully consider the Age Rule – A student shall not have reached the age of 19 on or before the first day of August of the school year in which he/she wishes to compete.

Any failing grade or incomplete on a progress report, nine-week marking period, or semester grade will affect eligibility in a current athletic activity until it is resolved. Decisions related to these matters will be determined by the Athletic Director and academic administrator.

HONOR ROLL

The published honor roll will be based on the final average at each nine weeks reporting period and term. There will be one Honor Roll. A student cannot receive more than five detention halls for the reporting period and still be eligible for the honor roll. He/she also may not receive any in-school or out-of-school suspensions for the reporting period and still be eligible for the honor roll.

In order to qualify, students cannot receive a "D" or below in any course and they must have an average of 3.0 or above.

REPEATING A COURSE

In the event a student earns a failing grade in a course required for graduation, he/she must reenroll and take the class again during another semester. All courses taken and grades earned will be reflected on the student transcript. However, only the highest grade earned for a course will be calculated in the GPA.

SCHEDULE CHANGES

All requests for schedule changes must be submitted on a Schedule Change Request Form which are available in the guidance office.

A student must meet with the guidance counselor and discuss concerns and options prior to requesting a schedule change. A parent or guardian's signature must be included on this form before it will be considered.

All schedule changes must occur during the first 20 hours of instruction. After the first 20 hours of instruction are complete, schedule changes will not be granted.

It may not be possible to accommodate requests for schedule changes.

STANDARDS OF LEARNING ASSESSEMENTS

All students in academic classes are required to participate in the Standards of Learning (SOL) assessment program. Test participation will be discussed by the IEP team. Appropriate level of participation in the program and accommodations will be determined. All determinations will be made in accordance with state policy.

Students in grades 3 - 8 take the SOL in the spring. The tests cover the areas of: reading comprehension, math, writing, social studies and science. The students may participate in the Virginia Grade Level Alternative, if the IEP team determines this assessment option to be more appropriate.

The student will continue to be tested throughout high school until the student meets the numeracy and literacy requirements for the modified standard diploma by earning the minimum scores required on the math and reading portions of the eighth grade test (see graduation requirements). Students also participate in SOL testing sessions offered during the fall and spring semesters. Participation is determined by completion of academic course work. Students may participate in End of Course tests or the Virginia Substitute Evaluation Program as determined by the IEP team.

After participation students and parents will be notified of the scores as soon as the scores are available. Students who do not pass these tests will be offered remediation opportunities to ensure the skills and content necessary to pass a particular test. It is imperative that students and parents be aware of the testing dates, take the tests seriously and do their best to obtain passing scores.

Students not assessed by the Standards of Learning tests, Virginia Grade Level Alternative, or the Virginia Substitute Evaluation Program will be considered for the Virginia Alternate Assessment Program. All students in the Commonwealth of Virginia are to be assessed through a state assessment program.

VSDB offers opportunities for students to take various approved assessments to earn substitute verified credits towards an academic diploma. Instruction and tutoring are offered upon request. Approved assessments are listed at

Preschool

At this level, instructional activities are delivered using hands-on, developmentally-appropriate methods for optimum development of language, cognition, social/emotional skills, motor skills, and speech and listening skills. The program includes deaf, hard-of-hearing, cochlear implanted and hearing children. The curriculum is emergent, or based on the children's interests as revealed through their play, conversations, interactions with their environment and questions. Regular field trips throughout the community and beyond enhance the children's learning by providing rich language and cognitive-building experiences to help foster overall growth and communication. Early literacy development is emphasized in all that happens in the preschool classroom. The Creative Curriculum and the state mandated Building Blocks standards are followed in the preschool program.

Preschool students participate in physical education and art classes.

Families are at the core of the preschool program. Regular communication with families is maintained through daily communication forms, weekly and quarterly reports, regular picture newsletters, and both phone calls and email. Monthly home visits by the teacher and others on each child's educational team allow opportunities for specific discussion related to the preschooler. Home visits are a time for the teacher(s) and parents to share ideas and for the parent to provide valuable information about our youngest students. Parents are invited to the classroom throughout the year to participate in various educational activities with the students. Workshops for enhancing parent learning are also planned throughout the year in order to support family learning and provide opportunities for parents to interact. Workshop topics may include: literacy, sign language, curriculum, parenting and parent requested topics.

Kindergarten

This program focuses on the development of pre-writing, reading and math skills through learning centers. Instruction will be based on the Kindergarten Standards of Learning as established by the Virginia Department of Education. Instructional activities also seek to continue to develop the students' language, communication, social, speech, and listening skills. Field trips further enhance the learning experiences at this level. Students participate in art and physical education with the other elementary age students. Students will participate in activities using Visual Phonics.

Lower & Upper Classrooms

A holistic teaching and learning philosophy is embraced at this level of instruction. The heart of the program is the utilization of shared, guided and independent reading, writing workshop and portfolio assessment. All lower and elementary classes participate in physical education classes. Students also have art classes during the week.

The curriculum includes the areas of social studies, science, math and language arts. Math skills are instructed through grade level appropriate instruction enhanced with various hands on and technology based strategies. Language instruction is enhanced through the Fairview reading program and through the instruction of visual phonics. Visual phonics is taught in cooperation with the speech language pathology team.

Elementary students participate in guidance classes and family life education provided by certified guidance counselor. Guidance classes focus on early career exploration and development of positive self image. Family life

education focuses on good feelings about self, respect from others, importance of family, body image, feelings, and safety.

Middle School

Philosophy

- ◆ Address the developmental needs of the adolescent
- ◆ Help the early adolescent become a participating member of society
- ◆ Provide a supportive and interactive climate for the early adolescent student
- ◆ Provide an optimal mix of teacher-directed and student-initiated learning

Middle School Student Goals

- ◆ To explore concepts and generate ideas from concrete experiences
- ◆ To participate in school and community activities
- ◆ To explore values and decision-making skills
- ◆ To appreciate the value of physical activity
- ◆ To provide social interaction with peers and adults
- ◆ To understand one's self and to improve self-esteem
- ◆ To develop personal independence while learning to achieve and compete constructively

Family Life Education

Family Life Education focuses on self-esteem, personal relationships, positive decision-making skills, and growth and development. In addition, information about health care, AIDS, reproduction and sexually transmitted disease is introduced.

For Parents:

Some typical behaviors of your middle school child:

- ◆ Forgets
- ◆ Displays mood swings
- ◆ Expresses independence
- ◆ Changes friends frequently
- ◆ Procrastinates
- ◆ Shirks responsibility
- ◆ Worries about him/herself

How to help:

- ◆ Offer creative reminders
- ◆ Be willing to listen, while guiding them through problem
- ◆ Negotiate more, listen more, command less
- ◆ Work hard at building self-esteem
- ◆ Break down big chores into small parts
- ◆ Offer calm reasonable explanations for their worries

"Now is as good a time as any to give your middle schooler a hug...just don't let anybody see you."
~from the National Middle School Association

6th GRADE COURSE OF STUDIES

Reading Enhancement 6

Code: 1180

State Course

This course is designed to provide instruction in reading for learning and understanding. The course will focus on phonological awareness, vocabulary development, reading fluency, strategic reading skills, and writing. Instruction will be supported with strategies from the Fairview Reading program, Visual Phonics program, and the speech language pathology department.

Language Arts 6

Code: 1106

State Course

The middle school student will develop skills in reading, writing and language. Students will identify the beginning, middle and end of a story; recall details from a familiar story; display expanded vocabulary; use various strategies to derive meanings; compare and contrast with guidance; construct meanings from pictures; and retell stories. They will study a variety of genres. The students will keep reading logs and write book reports. Films will be used to help the students better understand stories. Students will participate in a Sixth grade Standards of Learning Reading assessment.

At this stage sixth-grade students will develop expertise in writing for a variety of purposes which include planning, narration, persuasive writing, descriptive writing, and explanatory writing and library skills. The students will study the components of a paragraph in its graphic and organization structure. The students will plan strategies for various writing purposes and organize information using past experiences as guides. The students will also demonstrate the ability to vary sentence structure, to edit final drafts with emphasis on grammar, to use capitalization, spelling and punctuation. Organization of composition, including the three main components: introduction, body and conclusion, will be introduced and developed.

Science 6

Code: 4105

State Course

The sixth-grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter, both in living things and in the physical sciences. A more detailed understanding of the solar system becomes a focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are introduced.

Math 6

Code: 3110

State Course

This course is designed to develop mathematical understanding and to increase student competencies in the following areas: numeration and units of measure, operations with whole numbers, fractions (both decimal and common), geometry (including area, perimeter, and volume), number theory, integers, graphing and ratio, proportion, and percent. Problem-solving strategies and applications will be a focus throughout the year. Statistics and probability will be infused into the curriculum; computer and calculator activities will be integrated appropriately. Students will participate in a Sixth grade Standards of Learning Math assessment.

United States History to 1877

Code 2353

State Course

This course will chronicle the history of the United States beginning before the first Europeans arrived in the Americas and continuing through the end of Reconstruction. Individuals and groups that contributed to the unique evolution of the United States will be studied. The history of our country and government will be presented from its foundations in democratic ideals to its survival during the Civil War. Students will participate in a US I Standards of Learning assessment.

Career and Arts Education Exploration**State Course Code 8471**

Students participate in a rotation (minimum of 6 weeks) that exposes them to various areas of career and technical education including culinary arts, fine arts, and foreign language.

**Extension 6
or 7895****State Course Code: 7848**

This course is designed to help the student become a more independent learner and to develop effective study skills. Students will learn improved organizational and time management skills, increased orientation to available resources, school facilities, procedures, problem-solving, and communication skills to include listening and following directions.

**Physical Education 6
Code: 7111****State Course**

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

During this course students will receive instruction from guidance counselors related to developing basic relationship skills with peers and adults. Students will use role play, discussion groups, team building activities and other group activities to learn techniques to develop healthy relationships and to identify and avoid unhealthy relationships.

7TH GRADE COURSE OF STUDIES

**Reading Enhancement 7
Code: 1180****State Course**

This course is designed to provide instruction in reading for learning and understanding. The course will focus on phonological awareness, vocabulary development, reading fluency, strategic reading skills, and writing. Instruction will be supported with strategies from the Fairview Reading program, Visual Phonics program, and the speech language pathology department.

**Language Arts 7
Code: 1107****State Course**

This course enables the students to build upon those skills acquired in Reading 6, with emphasis on folk literature. The students read a variety of factual materials (maps, newspaper and graphs); construct meaning from pictures and text; retell and summarize stories; comprehend detail from print; and make judgments by integrating prior experiences and texts. The students keep a reading log and complete book reports. The students write letters and learn idioms and vocabulary such as affixes and Greek and Latin root words. Students participate in activities such as drama, debates and interviews and view videotapes. Students will participate in a Seventh grade Standards of Learning Reading assessment.

During the seventh grade, students write narrative, descriptive and persuasive stories. Students use library/research skills to complete guided research papers and/or activities. The students are guided through the mechanics of writing using a variety of planning strategies to generate and organize ideas, to expand and internalize ideas by using modifiers, to revise writing for clarity, especially writing mechanics that relate to format, capitalization, punctuation and spelling. Brainstorming, mapping and outlining will be stressed for composing appropriate types of writing. The

students will also use writing as a tool for learning in all subjects, summarize what is read, and connect knowledge within and across disciplines.

Math 7
Code: 3111

State Course

The course involves the understanding and application of whole numbers, integers, fractions, decimals, geometric concepts, ratios, proportions, and percents. Probability and statistics will be integrated into the course content. Computers and calculators will be used as tools to enhance problem-solving techniques and understanding of basic concepts. Students will participate in a Seventh grade Standards of Learning Math assessment.

**Life Science
Code: 4115**

State Course

The Life Science course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulating variables in experimentation, and identifying sources of experimental error. Science process skills and experimentation are emphasized. Students are required to conduct group and/or class projects that are experimental in nature.

**United States History 1877 to Present
Code: 2354**

State Course

This course will chronicle the history of the United States from the end of Reconstruction through the present. Students will study individuals and groups that contributed to the unique evolution of the United States. Having survived the Civil War, the United States grew and changed into a modern world power, while focusing on political and economic history. Students will participate in a US II Standards of Learning assessment.

**Career and Arts Education Exploratory
Code 8471**

State Course

Students participate in a rotation (minimum of 6 weeks) that exposes them to various areas of career and technical education including culinary arts, fine arts, and foreign language.

**Extension 7
or 7895**

State Course Code: 7848

This course is designed to help the student become a more independent learner and to develop effective study skills. Students will learn improved organizational and time management skills, increased orientation to available resources, school facilities, procedures, problem-solving, and communication skills to include listening and following directions.

**Physical Education 7
Code: 7121**

State Course

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

During this course students will receive continuing instruction from guidance counselors related to developing basic relationship skills with peers and adults. Students will use role play, discussion groups, team building activities and other group activities to learn techniques to develop healthy relationships and to identify and avoid unhealthy relationships.

8TH GRADE COURSE OF STUDIES

Reading Enhancement 8 **Code: 1180**

State Course

This course is designed to provide instruction in reading for learning and understanding. The course will focus on phonological awareness, vocabulary development, reading fluency, strategic reading skills, and writing. Instruction will be supported with strategies from the Fairview Reading program, Visual Phonics program, and the speech language pathology department.

Language Arts 8 **Code: 1165**

State Course

A student functioning at the fluent stage is developing control over the elements and functions of reading, writing and language. In this course, the student demonstrates knowledge of different selections, differentiates between fiction and nonfiction, uses resources to locate information, interprets words into own language (ASL), compares and contrasts and makes applications. The student researches, creates and performs skits/plays, creates stories, prepares debates and interviews. The student completes book reports and keeps a reading log throughout the year. Students will participate in an Eighth grade Standards of Learning Reading assessment.

The student at this stage will focus on writing in a variety of forms, including narrative, description, persuasion, and cause and effect. The student uses the tools of pre-writing strategies such as brainstorming, mapping, and outlining to generate and organize ideas. The student also selects appropriate vocabulary and information to enhance writing. Revision of writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs will be emphasized. Again, the student edits final copies to ensure correct spelling, capitalization, punctuation and format. The student communicates clearly the purpose of writing and uses clear and varied sentences in addition to specific vocabulary and information. Paragraphs are arranged in logical sequence by using transitional words and phrases. Students will participate in an Eighth grade Standards of Learning Writing assessment.

Physical Science **Code: 4125**

State Course

The Physical Science course stresses a more in-depth understanding of the nature and structure of matter and the characteristics of energy. The course places considerable emphasis on the technological application of physical science principles. Major areas covered include: the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion. The Physical Science course continues to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important in this course. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Research methods and skills highlight practical problems and questions. Students will share their work using written reports and other presentations. Students will participate in an Eighth grade Standards of Learning Science assessment.

Math 8 **Code: 3112**

State Course

Preparing students for Algebra I includes review of concepts and skills that have been learned in previous grades. Use of calculators and computers will be emphasized. Use of the graphing calculator may be incorporated. Students will participate in a Eighth grade Standards of Learning Math assessment.

Civics and Economics
Code: 2357

State Course

Civics and Economics examines the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. Students will also identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. Students will participate in a Civics and Economics Standards of Learning assessment.

Career and Arts Education Exploratory
Code 8471

State Course

Students participate in a rotation (minimum of 6 weeks) that exposes them to various areas of career and technical education including culinary arts, fine arts, and foreign language.

Extension 8
or 7895

State Course Code: 7848

This course is designed to help the student become a more independent learner and to develop effective study skills. Students

will learn improved organizational and time management skills, increased orientation to available resources, school facilities, procedures, problem-solving, and communication skills to include listening and following directions.

Physical Education 8
Code: 7210

State Course

Students work on individual and team sports to improve personal areas through cardio respiratory endurance, muscular strength activities, movement and games. Sportsmanship and equal team play are incorporated into all activities, safety, reaction to correction, teammate relations, response to supervision and communication skills.

During this course students will receive advanced level instruction from guidance counselors related to developing basic relationship skills with peers and adults. Students will use role play, discussion groups, team building activities and other group activities to learn techniques to develop healthy relationships and to identify and avoid unhealthy relationships.

High School

The high school students are afforded the opportunity to pursue all types of diplomas. Students may pursue an academic track of study or a more vocational path. Regardless of the option that is determined to be best for each student, the focus during the high school years is on helping the student to be ready to transition successfully into the rapidly changing world that awaits him/her after graduation. Students are encouraged to explore every option available and to set appropriate goals so that after graduation each one is a successful, happy, responsible adult whose contributions to the community are highly valued.

American Sign Language

American Sign Language I

State Course Code: 5990

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade: 10-12

Prerequisite: None

This course of American Sign Language (Level I – 101) will be offered as foreign language in one semester. The textbook accompanying a vocabulary workbook and a videotext will be Vista's Signing Naturally with functional notional approach. Deaf culture is taught throughout the curriculum through videotape presentations, native signer's model, appropriate language, discussions, activities, readings and reinforcement of what students learn from the videotapes.

American Sign Language II

State Course Code: 5995

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade: 10-12

Prerequisite: American Sign Language I

Students will enhance their basic knowledge so that they will use ASL more fluently. Emphasis will continue to be placed on students learning appropriate behaviors, showing awareness of and respect for Deaf culture. Deaf culture is taught throughout the curriculum through videotape presentations, native signer's model, appropriate language, discussions, activities, readings and reinforcement of what students learn from the videotapes.

American Sign Language III

State Course Code: 5997

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade: 10-12

Prerequisite: American Sign Language II

Students will continue to enhance their natural language in ASL and English-in print fluently. Emphasis will continue to be placed on students learning appropriate behaviors, showing awareness of and respect for Deaf culture. Deaf culture is taught throughout the curriculum through videotape presentations, native signer's model, appropriate language, discussions, activities, readings and reinforcement of what students learn from the videotapes. The students will observe model users of ASL and English hence utilizing ASL and English in print for both receptive and expressive purposes daily. They will continue to use appropriate grammatical features of ASL in daily communication (i.e., storytelling, dialogues, group discussions, informal conversations and formal presentations to an audience).

Deaf Studies**State Course Code: 5999**

Credit: 1 Elective Unit

Offered Grade: 10-12

Prerequisite: None

This Course includes six major areas: American Sign Language (ASL), communication, history, and social changes. Emphasis is placed on awareness and appreciation of American Sign Language as a native language and of Deaf Culture and its transmission. The course includes discussion of organizations such as National Association of the Deaf and others serving the Deaf, discussion of Deaf Culture in other countries, and communication skill development in various situations. The students will explore the history of Deaf Education and social changes that have impacted the Deaf people.

Art

Art I**State Course Code: 9120**

Credit: 1 Elective Unit

Offered Grades: 9-12

Art I is an introduction to art with emphasis on the Elements and Principles of Designs. It gives a broad overview of drawing, painting, printmaking, lettering, sculpture, and crafts. Art history is incorporated into each unit. It is a class for all students, and a student need not be "talented" or "able to draw" to enroll. A sincere interest in art and a desire to learn are the only requirements.

Art II**State Course Code: 9130**

Credit: 1 Elective Unit

Offered Grades: 10-12

Prerequisite: Art I

Art II is built on the foundations learned in Art I; design principles are emphasized throughout. An in-depth drawing unit is included, as are pottery, design, painting, graphic design, and fiber arts. Study of the artwork of various cultures and world-renowned artists is incorporated into the units.

Art III**State Course Code: 9140**

Credit: 1 Elective Unit

Offered Grades: 11-12

Prerequisite: Art II

The student's knowledge of design and self expression is further expanded. Mixed media will be explored along with communications arts and design in order to develop personal statements. Two-dimensional and three-dimensional techniques will be studied with an emphasis placed on portfolio assessment. Computer technology may be used in some units of study.

Art History**State Course Code: 9170**

Credit: 1 Elective Unit

Offered Grades: 9-12

Art Heritage will focus on the development and history of Western Art. How artists contribute to and are influenced by their own times and cultures will be contrasted with various historical periods. Art Heritage is designed for college bound junior and senior students who want a better understanding of the visual arts so that they can better enjoy the

art around them as well as become a more discerning patron, consumer, or producer of art. Several studio projects may be integrated with the study of specific periods or styles of art.

Arts and Crafts

Credit: 1 Elective Unit

Offered Grades: 9-12

Basic elements and techniques of design, composition and drawing are emphasized in this course. The student is also offered the opportunity to work creatively in a wide variety of media. The student learns to express himself and understand the basic application of media.

English

Reading/Writing I & II 7850

State Course Code: 7848 or

Credit: 1 Elective Unit

Offered Grade: 9, 10

Prerequisite: None

Students will be given the opportunity to improve communication skills in the areas of speaking, reading and writing through hands-on activities and projects. Newspapers will be used to reinforce skills. They will learn to develop problem solving techniques that will help them become responsible, independent citizens. Students may also have interactions with computer-based technologies, TTYs and Sorenson technologies.

Reading/Writing III & IV 7850

State Course Code: 7848 or

Credit: 1 Elective Unit

Offered Grade: 11, 12

Prerequisite: None

Students will be given the opportunity to improve communication skills in the areas of speaking, reading and writing through hands-on activities and projects. They will learn to create resumes and fill out a variety of applications and forms. In order to broaden their knowledge of current events across the world and to prepare to transition into the workplace, they will access current events information via the internet. Students may also have interactions with computer-based technologies, TTYs and Sorenson technologies.

English 9

State Course Code: 1130

Credit: 1 Unit

Offered Grade: 9

Prerequisite: English 8

This course addresses the students' ability to read, write and communicate in English. English 9 emphasizes the use of grammar, particularly in sentence and paragraph writing. Students are given every opportunity to build a mature vocabulary and an appreciation for literature. Vocabulary plays an important part in all units. Students will write for different purposes. They will use English resources to develop broad research skills. Requirements for research and reporting in all subjects are supported by the use of print, electronic databases, and on-line resources to access information. Literature study introduces students to major literary types that include drama, short stories, novels, poetry and essays. Many of these materials are taken from day to day literary resources including the newspapers,

magazines, advertisements, the TTY, the language of directions and the internet. Access to computers and word processing is supplied for various written assignments.

English 10

State Course Code: 1140

Credit: 1 Unit

Offered Grade: 10

Prerequisite: English 9

This course enables students to continue to acquire English skills and build upon those skills acquired in English 9. The course includes practice with more sophisticated grammatical patterns and reading popular selections from English literature. Students will write with more sophistication and at greater length. They will edit and revise their work. Basic skills in essay, report and research writing are developed. Students will also demonstrate an ability to use English in the community and assume more responsibility for what they write. Research skills are stressed and may include a research project. Literature study emphasizes the various genres.

English 11

State Course Code: 1150

Credit: 1 Unit

Offered Grade: 11

Prerequisite: English 10

This course enables the individual student to continue to acquire English skills and build upon those skills acquired in English 10. Students practice more sophisticated grammatical patterns depending on their ability and continue to read popular selections from English literature, particularly from American literature. Students continue to be expected to write with more sophistication, at greater length, to edit and revise their work with attention to vocabulary usage. Students will write for a variety of purposes. The student will also demonstrate an ability to use English in the community, which includes selecting materials. Students will take the End of Course Standards of Learning test for English: Reading, Literature, and Research and English: Writing while taking this course.

English 12

State Course Code: 1160

Credit: 1 Unit

Offered Grade: 12

Prerequisite: English 11

This course will enable the students to continue to acquire English skills and build upon those skills acquired in English 11. Students will practice much more sophisticated grammatical patterns and continue to be expected to write different essays with more sophistication, at greater length, and edit and revise their work with attention to details. Students will demonstrate ability to use English in the community, especially on the job, as adults. College-bound students will learn technical writing skills.

Writing Remediation

State Course Code: 1515

Credit: 1 Elective Unit

Offered Grade: 11, 12

Prerequisite: Writing 11 SOL test (1 administration) and/or Staff Recommendation

This course will involve an overall survey of the Writing 11 Standards of Learning. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students to pass the related SOL Test. This course is an elective credit for students who fail specific SOL test. The course is strongly recommended for students participating in retakes of the Writing 11 SOL test, if the students' schedules allow for the class to be included

Reading Remediation

State Course Code: 1515 or 1516

Credit: 1 Elective Unit

Offered Grade: 11, 12

Prerequisite: Failed SOL test in English: RLR 8 or RLR 11 or Staff Recommendation

This course will involve an overall survey of the English: Reading Literature and Research Standards of Learning. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students to pass the related SOL Test. This course is a recommended elective credit for students who fail the English: RLR 8 or RLR 11 SOL test.

Creative Writing

State Course Code: 1220

Credit: 1 Unit

Offered Grade: 10-12

This course explores the process of writing through discovery of various forms which may include poetry, short stories, and drama. Students are required to generate writing of their own and to apply various styles. Student work is critiqued by the teacher and other students.

Health and Physical Education

Health and Physical Education 9

State Course Code: 7300

Credit: 1 Unit (required for graduation)

Offered Grade: 9

Health 9 is divided into five instructional units. Emphasis is placed on modern health problems, substance abuse, first aid and safety, CPR and family life. A continuation of the team sports, with an emphasis on team strategies, is offered at the ninth grade level. These team sports include soccer, basketball, volleyball, field hockey, softball and physical fitness. In addition an emphasis on lifetime sports like golf, leisure activities, and speed walking are introduced.

Health/Driver Education/Physical Education 9

State Course Code: 7305

Credit: 1 Unit (required for graduation)

Offered Grade 9

Health 9 is divided into five instructional units. Emphasis is placed on modern health problems, substance abuse, first aid and safety, CPR and family life. A continuation of the team sports, with an emphasis on team strategies, is offered at the ninth grade level. These team sports include soccer, basketball, volleyball, field hockey, softball and physical fitness. In addition an emphasis on lifetime sports like golf, leisure activities, and speed walking are introduced.

** Behind-the-wheel instruction will be provided to students who are eligible during Physical Education time, not during academic class time. If students are not enrolled in Physical Education and require behind-the-wheel instruction, arrangements will be made that limit interruption of the academic day

Health/Driver Education/Physical Education 10

State Course Code: 7405

Credit: 1 Unit (required for graduation)

Offered Grade 10

Prerequisite: Physical Ed 9

Health 10 is divided into four instructional units: Driver's Education is taught for 36 hours (as required by the Commonwealth of Virginia), mental and emotional health, personal health, and wellness and family life. On this level,

more concentration is placed on the recreational and lifetime sports such as badminton, golf, weight lifting, volleyball, speed walking, physical fitness, etc.

** Behind-the-wheel instruction will be provided to students who are eligible during Physical Education time, not during academic class time. If students are not enrolled in Physical Education and require behind-the-wheel instruction, arrangements will be made that limit interruption of the academic day

Health/Physical Education 10

State Course Code: 7400

Credit: 1 Unit (required for graduation)

Offered Grade 10

Prerequisite: Physical Ed 9

Health addresses mental and emotional health, personal health, and wellness and family life. On this level, more concentration is placed on the recreational and lifetime sports such as badminton, golf, weight lifting, volleyball, speed walking, physical fitness, etc.

Health

Credit: 1 Unit (required for graduation)

Offered Grade 9-12

Critical thinking and decision making skills are taught and practiced throughout the course as students are encouraged to recognize that they have the power to choose healthy behaviors in order to reduce risks. The topics covered include mental health (personality, self-esteem, stress management, mental disorders, and suicide), family and social health (healthy relationship, violence prevention, sexuality, and diversity), human growth and development (reproduction, pregnancy and birth), nutrition, fitness, substance abuse (alcohol, drugs, tobacco), disease and disorders (infectious disease, AIDS, sexually transmitted diseases, noninfectious diseases and disabilities), consumer and personal health, personal safety, and community and environmental health.

Mathematics

Personal Living and Finance I & II

State Course Code: 3120

Credit: 1 Unit

Offered Grade: 9, 10

Prerequisite: None

Students learn how to manage their money. They develop skills related to counting money and making change. Students focus on making responsible purchases and keeping financial records.

Personal Living and Finance III & IV

State Course Code: 3120

Credit: 1 Unit

Offered Grade: 11, 12

Prerequisite: None

Students continue to expand on what was taught in Personal Finances I and II while learning how to calculate and pay taxes, use credit responsibly and use banking services.

Pre-Algebra

State Course Code: 3131

Credit: 1 Unit

Offered Grade: 9
Prerequisite: Grade 8 Math

This course is designed for Grade 9 students who have taken Mathematics 8 but need a gradual introduction to Algebra I. Students participate in activities to apply mathematical skills and concepts. Computers and calculators will be used as tools to enhance problem-solving techniques and understanding of Algebraic concepts.

Algebra I, Part 1

State Course Code: 3131

Credit: 1 Unit
Offered Grade: 9-12
Prerequisite: Grade 8 Math

Algebra I is the study of the different sets of numbers and their properties. The student solves linear equations and inequalities with graphs and applications. This is followed by a study of relations, functions, graphs of each and polynomials. Use of the graphing calculator will be incorporated.

Algebra I, Parts 1 and 2, are set up as one-term courses which permit verbal rehearsal and written drill for each topic studied. The additional drill is to provide the student better comprehension and longer retention of the material studied. A sound background in algebra is important for those students planning future studies in mathematics and/or science or technical courses.

While one (1) credit is earned for each term, both terms of Algebra I are necessary to fulfill the Algebra requirement. It is strongly recommended that Algebra I, Parts 1 and 2, be taken during consecutive terms in the same academic year. The End of Course Standards of Learning test will be taken at the completion of the full course.

[NOTE: Students seeking a Modified Standard Diploma need only complete Algebra I, Part I to fulfill diploma requirements. Students seeking a Standard Diploma must complete Algebra I Part I and Part II. An End of Course test is taken only after the completion of Part II.]

Algebra I, Part 2

State Course Code: 3132

Credit: 1 Unit
Offered Grade: 9, 10, 11, 12
Prerequisite: Algebra I, Part I

Part 2 of Algebra is a continuation of Algebra 1, Part 1, and will fulfill the requirements of Algebra 1.

Part 2 reviews concepts presented in Algebra I, Part 1. Other topics include evaluating algebraic expressions, statistics, matrices, performing operations on rational expressions, performing operations on polynomials, factoring polynomials, and solving quadratic equations and systems of equations. Use of the graphing calculator will be incorporated.

While one (1) credit is earned for each term, both terms of Algebra I are necessary to fulfill the Algebra requirement. It is strongly recommended that Algebra I, Parts 1 and 2, be taken during consecutive terms in the same academic year. The End of Course Standards of Learning test will be taken at the completion of the full course.

Geometry (Semester)

State Course Code: 3143

Credit: 1 Unit
Offered Grade: 9-12
Prerequisite: Algebra I

Geometry is the study of points, lines and planes and their relationship to each other. Concepts of both space and solid geometry are integrated with plane geometry throughout the course. Powers of inductive and deductive reasoning are strengthened as rules of logic and formal proofs are introduced. This course also provides an introduction and the basic skills needed in related fields such as mechanical drawing and trigonometry. This course may be offered in a semester or a year format depending on staff recommendation.

This course is designed for advanced students who are capable of a more rigorous course at an accelerated pace. This course provides the foundation for students to pursue a sequence of advanced mathematical studies. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test.

Geometry, Part 1 & 2

State Course Code: 3144 & 3145

Credit: 1 Unit and 1 Elective Credit

Offered Grade: 9-12

Prerequisite: Algebra I

This course is designed for students who need a two-part sequence to cover the topics of geometry. The slower pace of this class will allow additional time for review of algebra skills as they are applied in a geometry class and more in-class activities to improve the students understanding of the geometrical concepts. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test after the completion of Part 2.

[NOTE: Students seeking a Modified Standard Diploma need only complete Geometry I, Part I to fulfill diploma requirements. Students seeking a Standard Diploma must complete Geometry I Part I and Part II. An End of Course test is taken only after the completion of Part II.]

Algebra II (Semester)

State Course Code: 3137

Credit: 1 Unit

Offered Grade: 10, 11, 12

Prerequisite: Algebra I, Geometry and Staff Recommendation

This course is designed for advanced students who are capable of a more rigorous course at an accelerated pace. This course provides the foundation for students to pursue a sequence of advanced mathematical studies. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test.

Algebra II (Year)

State Course Code: 3137

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Algebra I, Geometry and Staff Recommendation

This course is designed for students who need a two-part sequence to cover the topics and content in Algebra II/Trigonometry. Emphasis is to be placed on practical applications and the use of technology to enhance understanding of topics. Use of the graphing calculator will be incorporated. This course offers an End of Course Standards of Learning test.

Trigonometry

State Course Code: 3150

Credit: 1 Unit

Offered Grade: 10-12

Prerequisite: Algebra I, Geometry, Algebra II, and Staff Recommendation

This course is designed to be an extension of Algebra II. Students will begin a study of trigonometry concentrating on right triangles and basic trigonometry relationships.

Pre-Calculus**State Course Code: 3162**

Credit: 1 Unit

Offered Grade: 11, 12

Prerequisite: Algebra II/Trigonometry and Staff Recommendation

Pre-Calculus is a preparation for college courses in calculus, abstract Algebra and probability. Deductive reasoning, as well as practical applications, are emphasized in the development of the course. Basic course content includes the Algebra of real numbers, vectors, complex numbers and polynomials; exponential and logarithmic functions; the circular functions of trigonometry; and elementary probability functions. Use of the graphing calculator will be incorporated. This course does not offer an End of Course Standards of Learning test.

Math Remediation**State Course Code: 3199**

Credit: 1 Elective Unit

Offered Grade: 9, 10, 11, 12

Prerequisite: Failed Math SOL test and/or Staff Recommendation

This course will involve an overall survey of Math 8, Algebra I, Geometry or Algebra II. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students with passing the related SOL tests. Use of the graphing calculator will be incorporated. Course content will be dependent on the test(s) the students have failed and need to take again in order to earn a verified credit. This course is an elective credit for students who fail specific math SOL tests. This course is strongly recommended for students participating in retakes of math SOL tests, if the students' schedules allow for this class to be included. This class may be taken more than once.

Music

Music**State Course Code: 9214**

Credit: 1 Unit

Offered Grade(s): 9-12

This class will provide the students with an in-depth view of and interaction and participation in the arts. The students should be able to knowledgeably create and perform, as well as discuss music in an intellectual content. This class will cover Braille music reading, music theory, performance, song creations, instruments, composers and their music, and music history. Other related topics will include drama, movement/dance, and tactile graphics. Consideration will also be given to the individual needs and interests of the students.

Beginning Band**State Course Code: 9232**

Credit: 1 Unit

Offered Grade(s): 9-12

Students must furnish instrument, although limited school owned instruments are available. This class is for students who wish to learn to play a band instrument. No experience is necessary for the class. Students will receive assistance from the instructor in order to make an appropriate choice of instruments. The emphasis of the class will be on skill development. Students must acquire a band instrument after approval by the teacher.

Band 2**State Course Code: 9231**

Credit: 1 Unit

Offered Grade(s): 10-12

Students must furnish instrument, although limited school owned instruments are available. Emphasis will be placed on musical notation, sight reading, interpretation, extended range, and continued technical skill development. This is a class designed to emphasize ensemble playing. Some public performances are scheduled throughout the year.

Band 3

State Course Code: 9233

Credit: 1 Unit

Offered Grade(s): 11-12

Students must furnish instrument, although limited school owned instruments are available. Emphasis is on advanced technique and music reading skills throughout performance in a large ensemble. Public performances are scheduled throughout the year.

Beginning Chorus**State Course Code: 9269**

Credit: 1 Unit

Offered Grade(s): 9-12

This course is offered to any student who is interested in choral music. Proper vocal techniques and fundamentals of reading music will be taught.

Chorus 2**State Course Code: 9270**

Credit: 1 Unit

Offered Grade(s): 9-12

Prerequisite: Beginning Chorus

Emphasis will be placed on fundamentals of vocal technique, music notation, sight singing, and ensemble singing. Students will study a variety of musical styles. Public performances are scheduled throughout the year.

Chorus 3**State Course Code: 9270**

Credit: 1 Unit

Offered Grade(s): 9-12

Prerequisite: Chorus 2

Emphasis will be placed on vocal technique, music notation, sight singing, and ensemble singing. Students will study a variety of musical styles. Public performances are scheduled throughout the year. One section of this course will emphasize mixed voice singing. The other section/sectors will emphasize two or three part singing. Successful completion of Beginning Chorus is required.

Social Studies

**World Geography
2210****State Course Code:**

Credit: 1 Unit

Offered Grade: 9-12

The focus of this course is the study of the world's people, places, and environments with historical emphasis on Asia, Latin America, Africa and the Middle East. The knowledge, skills and perspective of the course are centered on the following: the world's population and cultural characteristics, its countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical geographic, inquiry/research and technology skills. Students will consider the relationships between people and places while asking and answering geographic questions. This course offers an End of Course Standards of Learning test.

World History I (to 1500 A.D.)**State Course Code: 2341**

Credit: 1 Unit

Offering Grade: 9 -12

Students will explore the historical development of people, places and patterns of life from ancient time until about 1500 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts and a variety of chronological, inquiry/research, and technological skills. Students develop competence in chronological thinking, historical comprehension and historical analysis. Instruction is based on the Virginia Standards of Learning for this area of study. This course offers an End of Course Standards of Learning test.

World History II: 1500A.D. To Present**State Course Code: 2342**

Credit: 1 Unit

Offering Grade: 9 -12

This course will involve an overall survey of the people and events in World History from 1500 A.D. to the present times. Geographic influences on history continue to be explored; attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections of contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons and documents. Students approach their study using texts, maps, pictures, stories, diagrams, charts and a variety of chronological, inquiry/research, and technological skills. Students develop competence in chronological, thinking, historical comprehension and historical analysis. Instruction is based on the Virginia Standards of Learning for this area of study. This course offers an End of Course Standards of Learning test.

Virginia and United States History**State Course Code: 2360**

Credit: 1 Unit (required for graduation)

Offering Grade: 11

The standards for Virginia and United States History, as established by the Virginia Standards of Learning, cover the historical development of American ideas and institutions from Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people and events in the United States and Virginia history. This course offers an End of Course Standards of Learning test.

Virginia and United States Government**State Course Code: 2440**

Credit: 1 Unit (required for graduation)

Offering Grade: 12

The standards for the study of United States and Virginia government will ensure the graduates of Virginia's public schools understand the origins and workings of the American and Virginia political systems. The standards require that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and role of the government in the economy. This course does not offer an End of Course Standards of Learning test.

Current Events**State Course Code: 2996**

Credit: 1 Unit

Offered Grade: 11, 12

Prerequisite: None

Students study major events and people in the news. Media resources for this class include newspapers, television, magazines, periodicals and the Internet. Students use graphing and survey techniques to compile representations of data collected over time. Notebooks are also maintained to reinforce vocabulary and concept development.

**Social Studies Remediation
2996**

State Course Code:

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Failed Social Studies SOL Test and/or Staff Recommendation

This course will involve an overall survey of the people and events in World and/or U.S. History to the present times. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students pass SOL tests. This course is a recommended elective credit for students who fail World Geography, World History or U.S. History SOL test(s).

Psychology I

State Course Code: 2900

Credit: 1 Elective Unit

Offered Grade: 10-12

This introductory course in psychology includes the study of both human and animal behavior. The major topics include personality, behavior, intelligence, emotional behavior and group behavior. One of the main objectives of this class is to help the student understand self.

**Law-Related Education
2420**

State Course Code:

Credit: 1 Elective Unit

Offered Grade: 11, 12

Prerequisite: None

This course will provide the students with information and date of our justice system, the law and the legal process. They will be exposed to contracts, legal papers, application forms and documents involved with independent living. Students benefit from field trips, exposure to guest speakers, making scrapbooks and so forth.

**Community Resources
7896**

State Course Code:

Credit: 1 Elective Unit

Offered Grade: 10, 11, 12

Prerequisite: None

Students will understand how individuals use community resources (including recreation, information and transportation system) to achieve a more satisfactory way of life. Students will be able to read and utilize simple maps and charts, community safety, grocery shopping, general shopping, eating out and using services. Students will go on field trips to gain experiences as consumers. They will be exposed to resource people and guest speakers.

Science

**Environmental Science
7850**

State Course Code: 7848 or

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: None

This is a course designed to provide an understanding of environmental concerns and to develop conservation competencies and skills. Instructional content includes care, management and preservation of soil, air, water and wildlife. Assignments may include, but are not limited to: worksheets, handouts, filmstrips, videotapes, hands-on experiments, cooperative learning activities and field trips.

**Health Science I & II
7896****State Course Code:**

Credit: 1 Elective Unit
Offered Grade: 9, 10, 11
Prerequisite: None

Health Science covers ten health life-skills areas: Staying Healthy, Nutrition, Medicine, Children's Health, Adult's Health, Home Safety, First Aid, Emergency, Medical Care, Exercise and Dental Health. The objectives of this course are to help students identify good health habits and increase awareness of risks and safety. Learning activities include, but are not limited to: worksheets, handouts, videotapes, hands-on activities, filmstrips, books and health-related field trips.

Earth Science**State Course Code: 4210**

Credit: 1 Unit
Offered Grade: 9-12

Earth Science is the study of the earth and space. It covers five basic areas: geology, earth's surface, astronomy, meteorology and oceanography. Basic concepts related to the understanding of the makeup of the earth, the processes that occur on the earth and its place in the universe is stressed. Laboratory activities, demonstrations and written activities are used to introduce or reinforce these concepts. A main objective of the course is to relate the processes that are shaping the earth to the student's daily life. Study is based on the Virginia Standards of Learning. This course offers an End of Course Standards of Learning test.

Earth Science I Part 1 & 2**State Course Code: 4200 & 4201**

Credit: 1 Elective Unit for Part 1 and 1 Science Unit for Part 2 (must be taken in sequence)
Offered Grade: 9-12

This course is designed for students who need a two part sequence to cover the topics of Earth Science. This course offers an End of Course Standards of Learning test after the completion of Part 2.

[NOTE: Students seeking a Modified Standard Diploma need only complete Earth Science I, Part I to fulfill diploma requirements. Students seeking a Standard Diploma must complete Earth Science I Part I and Part II. An End of Course test is taken only after the completion of Part II.]

Biology I**State Course Code: 4310**

Credit: 1 Unit
Offered Grade: 10-12

Biology is a survey course with emphasis on anatomy and function in a variety of plants, animals and man. Other topics include genetics, ecology, biological adaptations and microscopic organisms. Laboratory activities, demonstrations and written activities are used to introduce or reinforce these concepts. Study is based on the Virginia Standards of Learning. This course offers an End of Course Standards of Learning test.

Biology I, Part 1 & 2**State Course Code: 4300 & 4301**

Credit: 1 Elective Unit for Part 1 and 1 Science Unit for Part 2 (must be taken in sequence)
Offered Grade: 10-12

This course is designed for students who need a two-part sequence to cover the topics of biology. This course offers an End of Course Standards of Learning test after the completion of Part 2.

[NOTE: Students seeking a Modified Standard Diploma need only complete Biology I, Part I to fulfill diploma requirements. Students seeking a Standard Diploma must complete Biology I Part I and Part II. An End of Course test is taken only after the completion of Part II.]

Biology II**State Course Code: 4320**

Credit: 1 Unit

Offered Grade: 11, 12

The advanced biology course is a fast paced course that explores, in depth, biological concepts and the scientific process. Areas of study include the cell theory, genetics, metabolic processes, environmental adaptations, homeostatic mechanisms, classification, evolution, introductory ecology, and biochemistry. The major investigative skills used by practicing biologists are stressed. Students are expected to be independent learners with good communication skills.

Chemistry I**State Course Code: 4410**

Credit: 1 Unit

Offered Grade: 11, 12

Chemistry is a college preparatory course emphasizing chemical principles through laboratory investigations, problem solving and basic terminology. Understanding and applying principles to solve problems are stressed and a sound background in basic algebra is required. This course offers an End of Course Standards of Learning test.

Chemistry I, Part 1 & 2**State Course Code: 4400 & 4401**

Credit: 1 Elective Unit for Part 1 and 1 Science Unit for Part 2 (must be taken in sequence)

Offered Grade: 10-12

This course is designed for students who need a two-part sequence to cover the topics of Chemistry. This course offers an End of Course Standards of Learning test after the completion of Part 2.

[NOTE: Students seeking a Modified Standard Diploma need only complete Chemistry I, Part I to fulfill diploma requirements. Students seeking a Standard Diploma must complete Chemistry I Part I and Part II. An End of Course test is taken only after the completion of Part II.]

Integrated Physics**State Course Code: 4510**

Credit: 1 Unit

Offered Grade: 12

Integrated Physics is a course emphasizing seven areas of physics in everyday life: force, work, rate, resistance, energy, power and force transformers. Each unit of physics is reinforced by several hands-on labs that are student conducted. Problem solving principles are exemplified through laboratory investigations and demonstrations. This course does not offer an End of Course Standards of Learning test.

Science Remediation**State Course Code: 4610**

Credit: 1 Elective Unit

Offered Grade: 9-12

Prerequisite: Failed Science SOL Test and/or Staff Recommendation

This course will involve an overall survey of science concepts as dictated by students needs. The curriculum is designed in accordance with the Virginia Standards of Learning in order to assist students' with passing SOL tests. This course is a recommended elective credit for students who fail the Earth Science, Biology or Chemistry SOL test(s).

Spanish

Spanish I

State Course Code: 5510

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade(s): 9-12

Prerequisite: "C" average in English

This is an introductory course into the Spanish language and culture. Primary emphasis is given to development of basic skills in listening and speaking. Students are given reading, speaking, and writing practice in controlled situations.

Spanish II

State Course Code: 5520

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade(s): 10-12

Prerequisite: Successful completion of Spanish I

This course continues to build on the skills that were introduced in the first year. More emphasis is given to reading and writing than in the first year. The study of grammar is expanded, and increased communication in Spanish is encouraged in the classroom.

Spanish III

State Course Code: 5530

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade(s): 11-12

Prerequisite: Successful completion of Spanish II

Students continue to refine the skills learned in the first two years. More complex aspects of grammar and syntax are introduced. Increased emphasis will be placed on oral and written communication skills. Spanish is used exclusively by the end of the year.

Spanish IV

State Course Code: 5540

Credit: 1 Unit (May count for Foreign Language or Elective Credit)

Offered Grade(s): 12

Prerequisite: Successful completion of Spanish III

Students continue to refine the skills learned in the first three years to become more proficient in all aspects of the language. Students are introduced to literary selections. Spanish history and culture are studied in more depth. Increased emphasis is placed on all skill areas—listening, speaking, reading, and writing. Spanish is used exclusively from the beginning of the year to communicate in the classroom.

Vocational Options

Vocational Exploratory 8204

Credit: 1 Elective Unit
Offered Grade: 9
Prerequisite: None

State Course Code:

Students have a nine-week experience in the carpentry shop and a nine-week experience in the Food Occupations classroom. During the carpentry class students develop an understanding of the terminology and procedures used in the woodworking area, including the proper use of tools, measurements, safety, and general procedures and proper technique. Students work through a variety of projects to learn about basic skills. During the Food Occupations portion of the class students are provided with information in the principles of food preparation and presentation, the use and care of equipment, quality standards, food handling and public health issues such as sanitation procedures. During this class students are given the Transition Competence Battery tests.

Practical Assessment Exploration System (PAES) 7898

Credit: 1 Elective Unit
Offered Grade: 9-12

State Course Code:

Students will begin exploring careers with PAES. It is a very comprehensive vocation program that enlightens the students in the essential skills related to work behaviors such as clocking in for work, completing various tasks assigned in a timely fashion, work station clean-up, and clocking out.

The PAES lab is divided into four subsections. Each subsection contains approximately 35-40 detailed tasks and skills ranging from simple tasks (Level I) to difficult tasks (Level VI). The subsections are:

1. Home Consumer Science
2. Manipulatory and Production
3. Industrial Production
4. Business and Marketing

An example of a Level I task is entering the various money amounts in the cash register and getting a total cost. If the student completes the task correctly in the time allotted, he/she moves on to Level II, which becomes more challenging. Each level becomes increasingly more difficult to complete. The student's data is recorded and the performance is assessed in the performance assessment computer program.

This class may be taken more than one semester if deemed appropriate to complete the program. Students will receive one credit for each semester completed.

Career and Discovery 7898

Credit: 1 Elective Unit
Offered Grade: 10-12
Prerequisite: None

State Course Code:

This is a hands-on class designed of experiences and activities which promote self-awareness, career exploration, and educational planning related to the students educational and occupational plans. Students will complete activities and simulations related to various career fields.

Occupational Guidance and Preparation I and II
7898

State Course Code:

Credit: 1 Elective Unit
Offered Grade: 9, 10
Prerequisite: None

If students are to approach their true potential they need to become more aware of diverse job possibilities, develop the necessary skills, be provided with varied work experiences, and learn to make logical and viable job choices. The competencies important in this two year class are: knowing and exploring occupational possibilities; selecting and planning occupation choices; exhibiting appropriate work habits and behavior; and seeking, securing and maintaining employment.

Community Based Training (Work-study)
7898

State Course Code:

Credit: 1 Elective Unit
Offered Grade: 9-12
Prerequisite: Occupational Guidance and Preparation

This is a two-year follow-up course designed to build on the skills and knowledge of Occupational Guidance and Preparation I and II. This course prepares students for transitioning from school to work. It stresses the behaviors needed to secure and maintain a job. Topics include dealing with co-workers and supervisors, using an interpreter, completing job applications, the interview process, explanation of benefits, demonstrating knowledge of competitive standards and learning how to adjust to change in employment. The students work on or off campus to acquire these skills. The student may participate in a work-study program on or off campus, go on field trips and meet with a Department of Rehabilitative Services counselor. Students may participate in multiple semesters of Community Based Training.

Introduction to Food Occupations
8250

State Course Code:

Credit: 1 Elective Unit
Offered Grade: 9, 10

Food service provides students with information in the principles of food preparation and presentation, the use and care of equipment, quality standards, food handling, and public health issues such as sanitation procedures. Upon successful completion, students are prepared to obtain employment and/or to further their professional training in the food service field. Their required assignments include social activities on campus, meeting on campus, grocery shopping, cafeteria preparation and field trips.

Food Occupations I
8275

State Course Code:

Credit: 1 Elective Unit
Offered Grade: 10, 11
Prerequisite: Introduction to Food Occupations

Food service provides students with information on managing time, energy and money to provide food for a variety of situations. Emphasis is placed on nutrition and on skill development in planning, purchasing, preparing and serving nutritious, tasty and attractive meals. Also includes food conservation, and the selection use and care of kitchen equipment. This course prepares, extends and expands skills learned in Food Occupation 1, preparing for occupational skills for workers in public, private and independently owned food occupations such as chef/cook,

baker/pastry helper, pastry decorator, hospitality worker and dietetic aide/assistant. Their required assignments may include carryout luncheons, Honor Roll luncheons and work-study training in food service sites.

Food Occupations II**State Course Code:****8276**

Credit: 1 Elective Unit

Offered Grade 11, 12

Prerequisite: Food Service I

Food service provides students with an understanding of the terminology and methods used in the food service areas plus two years of food service, including the proper use of utensils, appliances, equipment, measurements, safety and general procedures, sanitary procedures and food preparation. Students will possess necessary employability skills.

Life Management Skills I, II**State Course Code:****8227****Credit: 1 Unit**

Offered Grade: 9-12

Prerequisite: None

A comprehensive course in basic living skills, this course helps students understand consumer resources, privileges and responsibilities. Units taught are based on individual interests, needs, and concerns of students to include use and care of equipment for greater efficiency, nutrition, planning; preparing and serving meals, handling checking accounts, using management procedures, personal and social development and acting as a contributing family member.

Life Management Skills III, IV**State Course Code:****7896**

Credit: 1 Unit

Offered Grade: 11, 12

Prerequisite: Life Management Skills I, II

These courses are extensions of LMS I and II for students requiring continued instruction. Activities are continuances in buying, preparing and consuming food, selecting and managing a household, meeting marriage responsibilities, and raising children.

Additional Course Offerings in the Blind Department

Daily Living Skills/PAES Lab I 7896

Credit: 1 Elective Unit
Offered Grade(s): 9-12
Prerequisite: None

State Course Code:

In this class students are provided experiences to help them become independent in handling and managing day-to-day tasks in both the areas of personal management and home management. In personal management, the students gain skills in areas including grooming skills, eating skills, budgeting, shopping, time and money management, etc. In home management, students gain knowledge of meal planning and nutrition, food preparation, household care, and laundry, etc. In the P.A.E.S. lab students are provided the opportunity to have hands-on experience with a variety of generalized vocational skills in order to identify the students' abilities, interests, and work behavior needs. This outcome-based assessment can be an invaluable tool for developing transition plans for VSDB-S students.

Pre-Transition/Technology 7898

Credit: 1 Elective Unit
Offered Grade(s): 9, 10
Prerequisite: None

State Course Code:

This class is designed to help students understand themselves and the world of work. They will learn skills in assistive technology as they explore their own skills and interests, identify positive work habits, and develop an awareness of career opportunities.

Transition I 7898

Credit: 1 Elective Unit
Offered Grade(s): 10-12
Prerequisite: None

State Course Code:

This course is designed to give students skills needed to move into the world of work. Through the use of assistive technology and special projects students gain knowledge of themselves as well as their local and global communities. They will have opportunity to practice skills in self advocacy, independent travel and effective communication.

Transition II 7898

Credit: 1 Elective Unit
Offered Grade(s): 11, 12
Prerequisite: Transition I

State Course Code:

This class is designed to give students information and skills to participate successfully in the work of work after graduation. They will evaluate the personal and professional skills that insure job success. They will continue to

develop skills needed to become effective self advocates and practice skills in self assessment as it relates to specific careers.

Valley Vocational Technical Center

Valley Vocational-Technical Center, located in Fishersville, Virginia, is an integral part of the public school systems of Augusta County, Staunton and Waynesboro. It provides an extension of curricula for the seven public, feeder high schools of Buffalo Gap, Fort Defiance, Riverheads, Robert E. Lee, Stuarts Draft, Waynesboro and Wilson Memorial. VSDB-S students participate in classes with these students each day. Through the Center, expanded vocational opportunities are provided for those high school students who elect to apply for enrollment in a VVTC program related to their chosen vocational objective.

The primary or major objective of the Center is to provide high school students with competent vocational training which will provide them with the basic skills, knowledge and techniques of their chosen vocation. Another objective of the Center is to provide vocational training to adults from within the communities served who wish to broaden or upgrade their skills in a given vocational area. A third purpose of the Center is to provide competently trained people with job entry level skills to help meet the needs of the local and state labor markets.

Transportation to and from VVTC is provided by VSDB-S school buses. Students traveling on these buses are expected to conduct themselves as mature young men and women and to adhere to state and local rules, regulations and laws.

A student desiring to enroll at VVTC must show a genuine interest in the vocation. Interest and positive attitudes are extremely important to a student's success in vocational training, as well as to his/her future success in finding employment.

Any student interested in enrolling in a VVTC course should discuss this matter as soon as possible with the VSDB-S guidance counselor. All VVTC courses are open to males and females, and there is no discrimination during the selection process on the basis of sex, race, color, creed, national origin or disabilities.

VVTC presently offers the following courses in its regular program. Offerings are subject to change from year to year. Students have some costs for various supplies and/or tools in each of the following courses, but there are no tuition fees for the individual student.

Programs Offered at VVTC

Accounting/Business Information Systems

Grade Level(s): 11, 12

Accounting/Business Information Systems is a two-year program designed for business students who want to be highly trained office workers, who specialize in the skills needed in an accounting or data processing environment. Also, students will learn fundamental accounting procedures using a manual and an electronic system. Advanced students may spend time in a business office in either shadowing or work study with the approval of the teacher.

Air Conditioning and Refrigeration Technology

Grade Level(s): 11, 12

The HVAC program is a two- year course designed to give students the basic skills and technical knowledge necessary to gain employment in the HVAC area. These skills include blueprint reading, installing air-conditioning equipment and heat pumps, and maintaining and servicing HVAC equipment.

Auto Body Repair and Refinishing

Grade Level(s): 11, 12

Auto Body Repair and Refinishing provides training in the use of the equipment and materials of the auto body trade. The student studies the construction of the auto body and the techniques of auto body repairing, rebuilding and refinishing. There are no specific prerequisites except that the students should have a sincere vocational interest in a career such as automobile repair person, automobile painter, or frame and chassis repair person.

Automotive Service

Grade Level(s): 11, 12

Automotive Service is a combination of how mechanical, electrical and hydraulic parts work. The first-year course consists of classroom and laboratory experience of all the above elements, designed to teach students how to test and repair the automobile. The second-year course is primarily practical experience in a shop atmosphere of diagnosis, computerized test in and mechanical repair of the automobile. Some technical classroom work is required on computerized systems. Automotive servicing is a broad and interesting field of employment.

Carpentry/Cabinetmaking

Grade Level(s): 11, 12

Carpentry provides training in construction methods, characteristics of wood and composition products, basic blueprint reading and mathematics. Students will learn the proper use of carpentry tools and develop basic carpentry and cabinetmaking skills. First-year students learn these skills by building storage sheds, while second-year students construct a three-bedroom home.

Computer Systems Technology

Grade Level(s): 11, 12

Computer Systems Technology students learn to construct, troubleshoot, service, and repair computer systems and related components and software. Students also learn how to install and maintain local area networks.

Cosmetology

Grade Level(s): 11, 12

The Cosmetology curriculum is based upon competencies in theory and practical work established by the State Board of Cosmetology. Students enroll in the eleventh grade and must meet the required competencies before being eligible to take the state examination for certified hairdressers. The cosmetology curriculum is designed for those with special aptitudes for personal service work dealing with the care of the face, hair, hands and skin. Study and practice in preparation and use of cosmetics and processes that aid in beauty culture are emphasized.

Culinary Arts

Grade Level(s): 11, 12

The Culinary Arts program includes the following areas of study: ordering, storing, preparing, handling, and serving food in large quantities. Students will be involved in their training in the areas of baker, cook, waiter/waitresses, restaurant manager and other occupations found within the food and beverage preparation and service occupations. The course will offer instruction in menu planning, dining room service, cafeteria service, food service standards, restaurant bookkeeping and restaurant public relations. Health regulations pertaining to public food establishments will be taught as an integral part of the course.

Drafting and Design

Grade Level(s): 11, 12

The Drafting and Design program teaches students the skills necessary to be able to take the ideas and sketches of engineers, architects, and designers and then produce complete and accurate drawings from them. Students will be introduced to the CAD (Computer Aided Drafting) system which will help teach them contemporary drafting and design techniques used in industry today. Mechanical drawing and a good background in mathematics are recommended. Students may also explore cartooning, animation, video production and other forms of graphic arts.

Electricity

Grade Level(s): 11, 12

The Electricity program teaches the students to perform the various tasks related to electrical work on new construction or maintenance and repair. Students are taught how to lay out, assemble, install and test electrical fixtures and wiring. Students are also provided instructions in blueprint reading, electrical codes, industrial electricity and installation of electrical equipment.

Electronics Technology

Grade Level(s): 11, 12

The Electronics Technology program is designed to prepare the student for entry-level employment in the electronics industry or to continue his/her training at a post-secondary school. Students are provided instruction in basic electronics theory, which includes the use of electronic components, digital electronics, robotics and solid state devices. Instruction is also given in soldering, schematic diagram, interpretation, parts identification and color code interpretation. It is extremely helpful if the students possess an average or better background in math including algebra, physical science and industrial arts.

Emergency Medical Technology

Grade Level(s): 11, 12

Students focus on the role and responsibilities of emergency rescue workers, basic medical technology and health care skills that include first aid; cardiopulmonary resuscitation; aseptic technique; and related anatomy, physiology and disease knowledge.

Health Assistant

Grade Level(s): 11, 12

This program is a one or two-year course for high school juniors or seniors designed to prepare both men and women to render health services according to the policies of the employing health agency. Instruction introduces the work and general responsibilities of nursing aides, psychiatric aides, ward secretaries, and members of the food service and housekeeping departments. The only prerequisite is a genuine concern for people. The first semester centers around classroom and laboratory study, while the second semester primarily involves clinical experiences. Successful completion of the Health Assistant program leads to CAN certification or Nurse Aide.

Horticulture

Grade Level(s): 11, 12

Horticulture class uses horticultural activities as tools to develop work attitudes and vocational skills that may apply to any job situation. Attitudes that are emphasized are the ability to follow directions, the ability to work with and without direct supervision, safety, the ability to keep on task, motivation, the ability to get along with others, and good attendance. These attitudes are developed by performing the following horticultural tasks: plant identification, plant propagation, growing potted seasonal and foliage plants, basic floral design, growing and selling bedding plants, and tool and equipment maintenance. Students in this class will be working directly with the public selling plants they have grown or items that they have made in class.

Law Enforcement

Grade Level(s): 11, 12

The criminal justice course will provide students with hands-on experience in police work and introduce a systemic study of the theory and technology related to criminology. Completion of the two-year program can earn a student seven (7) credits toward the Administration of Justice program at Blue Ridge Community College.

Legal Systems Administration

Grade Level(s): 11, 12

Legal Systems Administration is a one-semester course designed for business students to prepare the student to obtain marketable business skills for employment in a legal office. Students will receive instruction in a simulated law office of a legal secretary. Class activities include the use of up-to-date computer hardware and software. Advanced students will be able to participate on a practical work experience job in a legal office.

Licensed Practical Nursing

Grade Level: 12

The Practical Nursing program is 18 months in length - nine months (pre-clinical) study at the Technical Center and nine months training at the Augusta Medical Center. The course is available to 12th grade high school students and post-graduates. The graduates of Practical Nursing should be competent to meet the state requirements for licensure, to function as members of a health team, to understand the importance of continuing education, and to be mature and well-rounded individuals.

Machine Technology

Grade Level(s): 11, 12

The Machine Technology program is designed to give students the opportunity to acquire the basic skills and related technical information necessary to gain employment in machine shops or in related occupations. Students are provided instruction in shaping metal using machines and hand tools. Both mechanical and mathematical aptitudes are required for successful completion. Students may qualify for advanced placement in Machine Technology offered at several state community colleges.

Masonry

Grade Level(s): 11, 12

This program offers the fundamentals of bricklaying designed to appeal to the beginner. Students learn the machines, equipment and materials commonly used by the bricklayer. This involves students designing, laying out and constructing various masonry projects. Some of the masonry skills emphasized are the construction of footings,

foundations, corners, brick and block walls, fireplaces, chimneys, piers, pilasters and ornamental brick work. An introduction to concrete finishing is also included.

Medical Systems Administration

Grade Level(s): 11, 12

Medical Systems Administration is a one-semester course designed for business students who want to be highly trained office workers who specialize in the skills needed in a medical environment. This program helps students develop the personal skills that will prepare them for employment in doctors' offices, nursing home offices, medical clinics, insurance firms and hospital records departments. More advanced students may actually spend some time in a medical office setting shadowing or doing a work study when the instructor approves such a option.

Office Administration

Grade Level: 11

Office Administration is a two-year program designed for students who desire to be proficient in keyboarding, word processing, office procedures, records management and other skills needed for managing today's offices. The second year of the program will offer Microsoft Office and Legal or Medical Systems Administration.

Pre-engineering

Grade Level(s): 11, 12

This is a dual enrollment course offered with Blue Ridge Community College. Students start class at 7:40 a.m. and are dismissed at 9:45 a.m. Students are actively involved with high-tech devices, engineering graphics, and mathematical concepts and scientific principles through problem-solving experiences.

Welding

Grade Level(s): 11, 12

Students enrolled in this program receive an introduction to the various metal trades. The welding phase of the course is designed to give students a general understanding of the principles, methods, techniques and skills essential for successful employment in the welding field and metals industry. Students applying for this course must have successfully completed a general mathematics course and be able to demonstrate high spatial and manipulative aptitude.

Employment Training Program (ETP)

Grade Level(s): 9-12

In addition to VVTC's regular course offerings, the Employment Training Program for disadvantaged and handicapped students provides eligible students with an option for earlier vocational training. Students selected for enrollment in this program are placed in one of three levels: orientation, exploration or preparation. Employment training offerings vary; they have included Custodial Maintenance, Electricity, Auto Service, Building Trades, Office Specialist, Landscaping and Floriculture.

COMPLETING THE HIGH SCHOOL PROGRAM

The Virginia School for the Deaf and the Blind in Staunton recognizes the following five types of school completion programs:

- I. Standard Diploma
- II. Advanced Studies Diploma
- III. Modified Standard Diploma
- IV. Special (IEP) Diploma
- V. Certificate of Completion

The following distinctions may be earned by a student:

Seal of Excellence: Students may earn the Seal of Excellence on the Advanced Studies Diploma by exceeding the requirements for graduation with 30 credits earned, including four credits of science, four credits of math, and three credits of one foreign language or two credits each for two foreign languages while maintaining a cumulative GPA of at least 3.5.

Board of Education Seal (silver): Students who complete the requirements for a Standard Diploma with an average grade of "A" will receive a Board of Education Seal on the diploma.

Board of Education's Career and Technical Education Seal: The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and one of the following: 1) complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses, 2) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association, or 3) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.

The Board of Education's Seal of Advanced Mathematics and Technology: The Board of Education's Seal of Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma, satisfy all of the mathematics requirements for the Advanced Studies Diploma (four credits including Algebra II; two math verified credits), and complete one of the following: 1) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, 2) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or 3) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

Virginia Department of Education Graduation Requirements
Classes of 2010, 2011, 2012, & 2013

(Students who entered 9th grade for the first time in fall 2006, 2007, 2008 or 2009)

Standard Diploma	
Discipline	Standard Units Of credit
English	4
Mathematics	3
At or above the level of Algebra and include 2 different courses from among Algebra I, Geometry, Algebra II, or others above Algebra & Geometry	
Science	3
Must include at least 2 different disciplines from among Earth Science, Biology, Chemistry, or Physics	
History/Social Science	3
Must include World Geography or World History, U.S. and VA History, U.S. and VA Government	
Physical Education & Health	2
Fine or Practical Arts	1
Electives	6
Must include at least two sequential electives in the same discipline	
Standard Units Of Credit Required	22
Of the total credits shown above, students must earn a minimum of 6 VERIFIED UNITS OF CREDIT.	
2	English
1	Science
1	History/Social Science
1	Mathematics
1	Student's Choice

Advanced Studies Diploma	
Discipline	Standard Units Of credit
English	4
Mathematics	4
At or above the level of Algebra and include 3 different courses from among Algebra I, Geometry, Algebra II, or others above Algebra & Geometry	
Science	4
Must include at least 3 different disciplines from among Earth Science, Biology, Chemistry, or Physics	
History/Social Science	4
Must include World Geography, World History, U.S. and VA History, U.S. and VA Government	
Foreign Language	3-4
Three years of one language or two years <u>each</u> of two languages.	
Physical Education & Health	2
Fine or Practical Arts	1
Electives	2
Standard Units Of Credit Required	24-25
Of the total shown above, students must earn a minimum of 9 VERIFIED UNITS OF CREDIT.	
2	English
2	Science
2	History/Social Science
2	Mathematics
1	Student's Choice

Modified Standard Diploma

Discipline Area	Standard Units Of Credit
English	4
Mathematics Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.	3
Science Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.	2
History and Social Science Courses completed to satisfy this requirement shall include one unit of credit in U.S. and VA History and one unit of credit in U.S. and VA Government in courses approved by the Board.	2
Health and Physical Education	2
Fine or Practical Arts	1
Electives Must include at least two sequential electives in the same discipline.	6
Standard Units Of Credit Required	20

The Modified Standard Diploma is available only to students receiving Special Education services. Modified Diploma students must achieve the designated score levels on the 8th grade math SOL test and the 8th grade or 11th grade English SOL tests. No verified units of credit (passing an End- of -Course SOL test) are required; however, the student MUST TAKE the End- of-Course test in each applicable class.

Other Diplomas and Certificates:

- Special Diploma – Available to students who receive Special Education services and complete the requirements of their IEP and who do not meet the requirements for other diplomas.
- Certificate of Program Completion – Available to students who complete prescribed programs of studies defined by a local school board but who do not qualify for diplomas.
- General Education Development Certificate (GED) – Available to students who complete the GED component and the vocational component of the Individual Student Alternative Education Program.

- The General Achievement Diploma (GAD) – This is a new option available to persons over 18 who are high school dropouts or who exited high school without a diploma. Eligible students must acquire the 20 required standard units of credit and must pass the GED test. Individuals interested in the GAD should consult with a guidance counselor or the Adult Education Program for complete requirements.

Support Service Providers

Behavior Management Specialist: VSDB-Staunton currently has five full time staff positions allocated to this department with responsibilities towards both the deaf and blind departments. The behavioral staff provides direct student services in the form of crisis management and supportive counseling. Particular emphasis is placed on helping students develop better self-esteem, as well as skills at solving peer and adult conflicts themselves.

The behavioral staff also works closely with other VSDB-S staff to give recognition and reward to students who are adhering to rules, being respectful to self and others, and are putting forth their best effort to accomplish their academic work. This recognition and reward may be a skating outing, a fun day in at an area camp or a pool party.

The behavioral staff also provides consultation and training to all VSDB-S staff to develop behavioral management skills and strategies.

Braille: Braille is taught on a regular basis to students who use this medium as their primary mode of communication. It is taught in individual or small group settings in order to facilitate greater learning, but it is reinforced throughout the student's school day in all of his/her classes in order to ensure the student will become as fluent in its use as possible.

Therapeutic Counseling: A counselor from the Valley Mental Health Center in Staunton provides assistance for serious mental health issues that are beyond the scope of school counseling.

Educational Diagnostics/HI-LD Resource Service: Educational screenings are provided for all prospective students to determine appropriate academic placement. The educational diagnostician also serves on the triennial review team to ensure that all students' records are within compliance of triennial requirements. Educational evaluations are conducted in partial fulfillment of triennial requirements. Teacher referrals and triennial reviews serve as the basis for initiating services to meet the needs of students with learning disabilities/problems. These students are provided with either direct service or are monitored on a regular basis.

Educational Audiologist: The educational audiologist provides comprehensive audiological services to all students at VSDB-S. These services include hearing evaluations, hearing aid checks and hearing aid recommendations and fittings. Information and recommendations about various assistive listening devices such as FM systems, cochlear implants and vibrotactile aids are also available. In addition, the educational audiologist troubleshoots and repairs hearing aids and other assistive listening devices, makes earmolds and provides "loaner" hearing aids when needed.

The educational audiologist helps families obtain hearing aids through state agencies such as Part C Early Intervention Services, Care Connection for Children (DOH) and the Department of Rehabilitative Services, and also assists families in purchasing hearing aids privately or through funding from various service organizations. The educational audiologist assists students in the application process for obtaining TDDs through VDDHH and qualifying for Supplemental Security Income (SSI) when appropriate. The educational audiologist helps educate students, families and the community at large about hearing, hearing loss, amplification and hearing conservation. The educational audiologist supervises graduate audiology students in both practicum and Clinical Fellowship Year placements.

The VSDB-S Audiology Clinic works closely with students, parents, educators, physicians, and university and community audiologists. Audiological services are provided to a variety of Early Intervention Programs through the VSDB-S Parent Infant Program. The VSDB Audiology Clinic is an approved diagnostic testing site for the Virginia Universal Newborn Hearing Screening Program coordinated through the Department of Health. Evaluations of public school children are done at the request of local school systems. The goal of VSDB-S Audiology Services is to identify children with hearing loss as early as possible and provide assistance in obtaining amplification when needed.

Elementary/Middle School Guidance Counselor: The elementary school counselor provides personal counseling to the deaf and blind departments' students. The counselor has weekly classroom guidance sessions in the deaf department. Teachers and support staff are assisted in the development and administration of behavioral management plans to address problem areas of concern. The elementary guidance counselor serves as a member of a multi-disciplinary evaluation team by providing input to evaluate information for potential placement of students.

High School Guidance Counselor: The high school counselor provides personal, academic and vocational counseling, advice and guidance to the secondary students. In addition the counselor:

- Administers diagnostic, achievement and placement tests to students such as SAT, etc.
- Assists students with college admissions and career exploration
- Coordinates vocational evaluation and training placement for students

The counselor serves as liaison with external programs to afford vocational training placement options for students. The high school counselor also coordinates off-campus evaluations. Students attend Woodrow Wilson Rehabilitation Center for a two-week vocational evaluation. These assessments are used to aid in developing and documenting transitional competencies.

Individual Education Program: The IEP is a process and not just a meeting. The development of an IEP is part of a cycle. That cycle begins with a **referral, evaluation, eligibility, development of the IEP, implementation of the IEP and the annual review**. Usually that referral that begins the process is done in the public school when your child's disability is first detected. An evaluation is done and eligibility for special education services is determined. This part of the cycle is reviewed every three years. The rest of that cycle is done at VSDB-S and is required by law. Federal, state and local requirements and procedures spell this process out in some detail. The process is designed to assure that students receive the services they need, as well as to provide legal protections for the rights of students with disabilities and their families.

The IEP Coordinator's role is to bring the participants of the IEP team together to address the needs of the student. The coordinator sets up the meeting at a mutually agreed upon day, time and place. An agenda is used during the meeting to focus on the IEP issues and ensure consensus of the participants. The IEP coordinator then follows up on the discussion points of the meeting so that services begin. The IEP team then reviews the student's progress at least once a year to discuss whether a student is meeting his/her goals, to set new goals and objectives, and to revise the educational program and services as necessary.

Occupational Therapist: Occupational therapy is a specialty concerned with facilitating, restoring, and/or maintaining functional independence. OT's are trained to evaluate and provide treatment to improve performance in:

- ◆ **Daily Living Skills** - feeding, dressing, grooming, toileting, carrying and manipulating book bags and items: mobility and transfer skills for self-help.
- ◆ **Developmental Skills**-fine motor, social interaction, play skills, handwriting, cutting, coloring, and other fine motor manipulative in the classroom such as typing.
- ◆ **Individual/Environmental Adaptations**-splints, prosthetic devices, wheelchairs, postural adjustment in chairs, and provide long handle, built up and other adaptive equipment if needed for school environment.
- ◆ **Sensorimotor Skills**-balance, motor planning, bilateral integration, and sensory information from tactile, visual, auditory, proprioceptive and kinesthetic systems.
- ◆ **Neuromuscular**-components positioning and handling, joints-range of motion in upper extremities, muscle tones and postures.
- ◆ **Cognitive**-memory, attention, orientation, conceptualization and problem solving.

Orientation and Mobility: Students will learn to be as independent in his/her daily travel as possible. Students will be provided with both on and off-campus experiences in order to help them meet this goal. Proper sighted guide techniques, proper cane techniques and sensory environment training are taught in the program. It is individually planned and focused on skills needed to travel independently in the environment in a safe and efficient manner.

Physical Therapist: The medical definition of physical therapy is the restoration of function or prevention of disability involving the musculoskeletal, neurological and cardiopulmonary systems.

In the school setting, the physical therapist's role is a combination of treating the child (direct services) and instructing educational staff (consultative services) in tasks or techniques that will enable the child to benefit from special education services. Both the therapist and the educational team establish the goals of treatment.

Physical therapy is usually related to gross motor skills and positioning. Common areas of difficulty treated in the school setting include the ability to walk or use a wheelchair on school grounds; the ability to transfer into a desk chair, onto the floor, or in/out of transportation to and from school; and balance, coordination, strength, and posture related to ability to work at a desk, stand or play with peers. Physical therapy may also be involved with adjusting or adapting equipment the student is using, but ordering or recommending equipment used in both the home and school environments is usually done through the child's medical program.

School Psychologist: The school psychologist provides consultation to teachers, dorm staff, parents, students and community agencies or local school districts, comprehensive psychological assessments, individual and group counseling interventions, crisis management, program development, and staff and community trainings. The school psychologist serves as a member of Individual Education Planning (IEP) teams and as a member of the multi-disciplinary team to assess appropriate placement of deaf, hard of hearing, blind or visually impaired students.

School Social Worker: The school social worker focuses on the school, community, and students and the interactions among the three. They serve as mediator, negotiator, consultant, and advocate for students and school personnel and listen to student grievances. He/she sets up informal groups for students, teachers, and other school personnel. They study and evaluate characteristics of students, school, and community conditions that affect educational opportunity for target groups. The school social worker serves as a liaison between the school, families, and the community.

Speech-Language Pathology Program and Communication Philosophy: The Virginia School for the Deaf and Blind at Staunton affirms the right of all children with hearing impairments to full access to linguistic information through-the-air and in print. We offer comprehensive therapeutic and educationally related services to address a wide range of communication needs. Students are evaluated upon admission and through annual IEP updates in the areas of conversational proficiency, spoken English intelligibility and use, American Sign Language skill and use, and literacy development. Our therapists are fully licensed by the state of Virginia and certified by the American Speech-Language-Hearing Association (ASHA).

Students who make use of residual hearing via amplification or cochlear implants receive intensive intervention to maximize both listening and speaking skills. The use of speech-supported signing is encouraged in the context of Conceptually Accurate Signed English (CASE) with hearing communication partners in the community and family. At the same time, families are encouraged to develop fluent natural sign language, ASL, in order to support optimal cognitive growth and social development for all students. We affirm the value and legitimacy of ASL as a first language for many deaf children for whom spoken language may be deferred for whatever reason.

We likewise affirm the right of every deaf child to enjoy age-appropriate skills in reading and writing in English. To this end, we have adopted instruction in phonics as part of our English curriculum, consistent with the recommendations of the National Reading Panel. Specifically, we use "See-the-Sound Visual Phonics" to provide accessible and explicit instruction in phonological awareness, orthography (spelling patterns), and word study skills for all students regardless of degree of hearing loss.

We identify and attempt to meet the individual needs of our most complex students by providing social, affect-based language therapy that supports emotional and cognitive development. We acknowledge the presence of multiple

factors in addition to hearing loss that may account for breakdowns in human communication. We make use of selected assistive technology as needed to augment signed or spoken language.

The Virginia School for the Deaf and the Blind-Staunton does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Nancy Armstrong, Superintendent
P. O. Box 2069
Staunton, VA 24402-2069
(540) 332-9000

For further information on Federal non-discrimination regulations, contact the Office for Civil Rights at OCR.DC@ed.gov or call 1(800) 421-3481.

You may also view [Executive Order 1 \(2006\)](#), which specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans. You may obtain additional information at the [Commonwealth of Virginia's official Web site](#) concerning this equal opportunity policy.